Innovation and Entrepreneurship Literacy of University Students and Their Path to Personal Growth and Success in the New Era

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ABSTRACT
The purpose of this article is to explore the internal generation logic of university students' innovation and entrepreneurship literacy and its shaping mechanism for personal growth and success. This article analyzes the reconstruction of literacy connotation in the context of the times, the awakening of individual cognition and the fundamental transformation of thinking paradigm, the deep coupling between advanced ability and practical ecology, and finally settles on the full-cycle growth plan under the guidance of value. The innovative and entrepreneurial accomplishment in the new era has gone beyond the simple technical skills and evolved into a composite personality trait that combines innovative thinking, practical courage and ethical responsibility. Individual growth is achieved through breaking old cognitive frameworks, dynamically experimenting and iterating in complex practical fields, and achieving a spiral increase in abilities. Only by integrating personal development into national strategies and social needs, and constructing value coordinates with patriotism as the core, can students establish a resilient and sustainable path to success. This article puts forward a theoretical model of "cognition-ability-value", which reveals the inherent law of university students' self-value and social value unification in an uncertain environment.

Keywords: *Innovative and entrepreneurial literacy, Cognitive awakening, Thinking paradigm, Practical ecological coupling, Value guidance.*

1. INTRODUCTION

University students, as a fresh force for the country's future development and a source of innovation vitality, the path selection and the cultivation of core literacy are directly related to the promotion of national competitiveness [1]. The new era has given higher education a new mission, and even challenged young students' mental outlook, ability structure and value orientation [2]. The traditional knowledge-based education model has been difficult to fully adapt to the needs of the times of rapid iteration. Innovation and entrepreneurship literacy is no longer just a specialty of a few students or an additional item of a specific course, but an essential ability for every university student to realize the unity of self-value and social value [3].

Innovation and entrepreneurship literacy is essentially a holistic personality trait that combines innovative thinking, entrepreneurial spirit, practical courage and ethical responsibility [4]. Under the impact of digitalization and intellectualization, the half-life of knowledge is shortened, and simple knowledge accumulation can no longer constitute core competitiveness [5]. Only with keen problem-finding ability and cross-border integrated thinking vision can individuals stand out in the complex competitive environment [6]. The formation of this accomplishment is a systematic project from cognitive awakening to thinking transformation, and then to advanced ability and internalization of value. It requires university students to break the discipline barriers, get out of the comfort zone and sharpen their minds in real social practice.

Personal growth is a dynamic and nonlinear evolutionary path. In the context of the new era,

this path presents a high degree of openness and diversity [7]. The richness of social resources and the convenience of access channels provide individuals with a broad space for trial and error; the blurring of career boundaries brought about by technical iteration has also aggravated the anxiety of growing up. This study discusses the generation mechanism of university students' innovation and entrepreneurship literacy in the new era and its role in shaping their personal growth path.

2. RECONSTRUCTION OF ERA CONTEXT AND LITERACY CONNOTATION

The growth environment of university students in the new era has undergone fundamental changes. With the wide application of subversive technologies such as artificial intelligence and big data, the traditional industrial structure has been accelerated, and the professional form has become increasingly flexible. The demand for talents in society has shifted from a single professional skill to a compound and innovative quality [8]. In this context, innovation and entrepreneurship literacy is redefined as a core survival and development ability to cope with uncertainty, rather than a simple business activity skill.

At the moment when technological determinism prevails, human subjectivity and creativity are particularly precious. In the new era, the innovation and entrepreneurship literacy emphasizes the original contribution of individuals in solving complex problems, and adheres to the ethical bottom line and social responsibility while pursuing economic benefits [9]. It requires university students not only to master cutting-edge knowledge, but also to have a keen sense of smell and practical ability to turn knowledge into value. This kind of accomplishment is the key for individuals to maintain their resilience and vitality in a dynamically changing ecosystem, and it is also the internal link between personal ideals and national development strategies. For this reason, the definition of its connotation must be examined under the dual dimensions of strategic needs and civilization progress.

3. COGNITIVE AWAKENING AND PARADIGM SHIFT IN THINKING

In the deep logic of individual growth, cognitive awakening is the main switch to start all changes, and the transformation of thinking paradigm is the key hub to transform potential literacy into practical action. The challenge faced by university students in the new era is essentially the structural dislocation between the old linear cognitive model and the complex nonlinear real world [10]. The real cognitive awakening begins with the conscious examination of the known knowledge boundary and ends with the active exploration of the unknown field. It requires individuals to break through the cognitive limitations formed by the division of disciplines, and change from passive recipients of information to active leaders of meaning construction.

As shown in the thinking evolution mechanism revealed in “Figure 1”, individual growth is the reconstruction of cognitive schema through assimilation and adaptation in the process of constantly breaking the old cognitive framework.

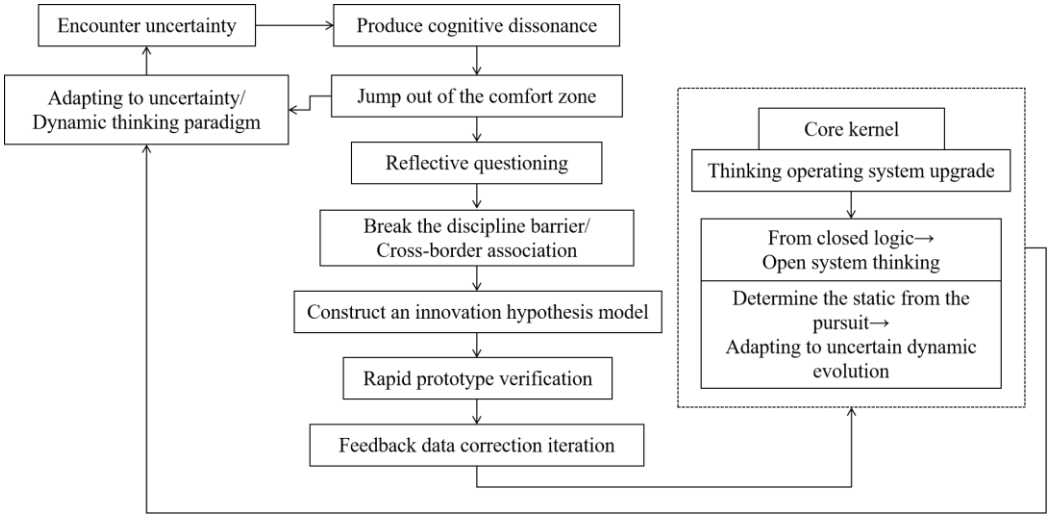


Figure 1 Dynamic reconstruction of innovation and entrepreneurship thinking paradigm

It is a process of cognitive dissonance that occurs when one encounters uncertainty, referred to as cognitive awakening. It forces individuals to jump out of the comfort zone and enter a state of reflective questioning. On this basis, the new thinking paradigm began to operate, breaking the boundaries of disciplines through cross-border association and building a new hypothetical model. This transformation of thinking paradigm emphasizes finding certainty in uncertainty, establishing order in chaos, and treating each failure as data accumulation rather than the end point.

4. COUPLING OF ADVANCED ABILITY AND PRACTICAL ECOLOGY

The qualitative change of individual development does not come from the interaction and dynamic constraint between individual essence quality and activity ecology. In the context of the new era, the advancement of ability is carried out in a complex adaptive system full of uncertainty, frequent resource flow and multiple subjects. This coupling mechanism requires university students to transform abstract innovative thinking into concrete action force. Practical ecology provides soil and nutrients for capacity growth. In ecology, the individual is not only the requester of resources, but also the creator of value and the co-builder of ecology. Its ability level directly determines its node weight and connection efficiency in the ecological network.

The traditional education model decomposes ability into isolated knowledge points, while the real innovation and entrepreneurship practice requires individuals to have interdisciplinary knowledge transfer ability, multi-agent cooperative communication ability and rapid decision-making ability under resource constraints. When individuals are exposed to simulated or real entrepreneurial situations, scientific research projects or social service activities, they will encounter a violent collision between theoretical presupposition and objective reality. It is in this collision that individuals are forced to jump out of the book knowledge, mobilize tacit knowledge and integrate fragmented information. This process is essentially to transform external ecological pressure into internal growth motivation, and through constant trial and error and iteration, the accidental successful experience is solidified into a stable ability schema.

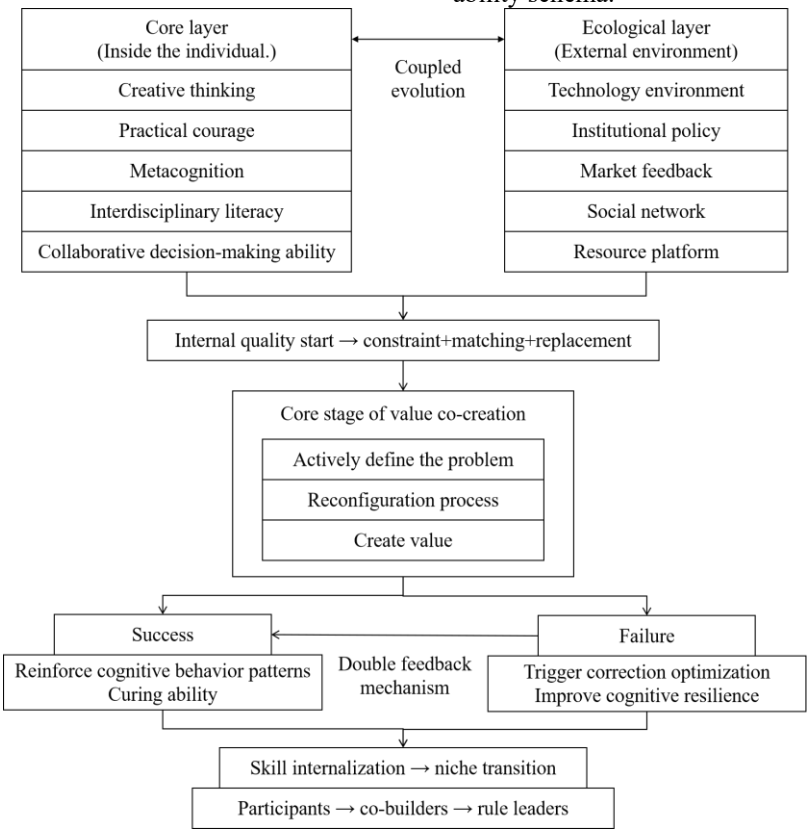


Figure 2 Coupling evolution of individual ability and multidimensional ecology

As shown in “Figure 2”, the process of individual ability advancement is the result of deep engagement between the core layer and the ecological layer through multiple mechanisms. Individual’s internal qualities such as innovative thinking and practical courage constitute the starting point of action, while ecological factors such as technical environment, institutional support, market feedback and social network provide rich variables and constraints. At this stage, individuals actively use ecological resources to define problems, reconstruct processes and create value. Successful practice results will reinforce individual's cognitive schema and behavior pattern in reverse, making their ability more stable; the failed attempt triggers the correction mechanism, prompting individuals to adjust their strategies and optimize resource allocation.

Thus, the coupling effect helps the core interval to drive the individual mode from skill mastery to role leap. With the continuous expansion of capability boundaries, individuals gradually grow from marginal participants to rule makers or ecological leaders. This process is full of fluctuations and nonlinear changes. Individuals must find a balance in the dynamically changing ecology, not only to maintain a keen perception of new technologies, but also to adhere to the stability of core values. Only when the individual's struggle direction is highly compatible with the evolution of social needs can we truly realize the all-round advancement of ability.

5. VALUE LEADING AND GROWTH PATH PLANNING

In the era of innovation and entrepreneurship, which is no longer a simple technology upgrading or commercial profit-seeking behavior. Value guidance constitutes the core foundation of personal growth and determines the direction and persistence of development. Growth path planning is an implementation plan to turn this value vision into an executable strategy. For this reason, it is the key link to realize university students' transition from self to ego to build a road to success with value as the core and path as the support.

Growth path planning is a type of dynamic evolution process based on value judgment. It requires individuals to accurately identify key tasks and core challenges at different stages of life. In the exploration period, the key point is to contact the real needs of society through extensive practice and adjust the meeting point between personal interests and national needs; In the accumulation period, it is necessary to concentrate on polishing core competitiveness and integrate scattered experience into systematic problem-solving ability; In the outbreak period, we should dare to take on important responsibilities and put our personal abilities into key areas such as promoting social equity. This process emphasizes the unity of knowing and doing.

The sense of home and country, social responsibility and community consciousness of human destiny is a firm spiritual pillar. They constantly examine and guide the direction of individual action. In the stage evolution path, individuals start from multiple attempts in the exploration period and constantly eliminate invalid attempts through the value calibration mechanism. Once the direction is confirmed, it will enter the accumulation period to continuously improve and build core competencies that are not easily replaced. When the ability reaches a certain level, the individual enters an outbreak period and devotes himself to solving major issues related to the national economy and people's livelihood.

A dynamic feedback mechanism is used to ensure the flexibility of path planning. In the face of changing social needs and environmental uncertainties, individuals must maintain a keen perception and adjust their strategies and goals in time. This dynamic adjustment is not a random change, but a strategic optimization under the premise of adhering to the core values. In the end, this process will lead to the unity of self-realization, social contribution and civilization progress, so that the personal growth of university students can be truly integrated into the process of national rejuvenation.

6. CONCLUSION

Innovative entrepreneurial literacy is the core survival rule for individuals to cope with future uncertainty. Its essence has been upgraded from a single business skill to an all-round personality structure covering critical thinking, system integration ability and social responsibility. The reconstruction of this kind of literacy requires educators and learners to break down discipline barriers and solidify cognition together, and establish a thinking paradigm oriented to value creation. The realization of personal growth depends on the deep coupling between individual ability and external practical ecology. In the dynamic reality field, the improvement of ability

follows the nonlinear evolution law of "action-reflection-reconstruction". Value guidance is an internal force that can never be ignored in the process of growth. Without paying attention to others and society, innovation can easily lose its direction. In the different stages of exploration, accumulation and breakthrough, if university students can consciously combine their personal interests and development goals with the realistic social needs, it will be easier for them to find their own rhythm in the change. The growth of university students in the new era is a systematic project, which needs the coordinated promotion of cognitive development, ability improvement and value recognition.

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